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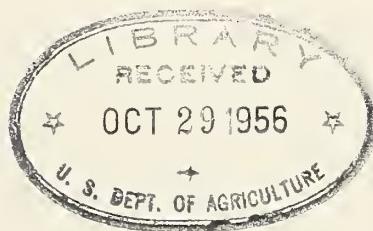
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U. S. FOREST SERVICE
Region 6

REPORT OF FOREST SUPERVISORS' MEETING

Portland, Oregon

March 26-30, 1956



PROGRAM AND REPORT OF
FOREST SUPERVISORS' CONFERENCE

Portland, Oregon - March 26-30, 1956

THEME: THE PLACE OF REAL PERSONNEL MANAGEMENT AND TRAINING UNDER PRESENT DAY CONDITIONS

MONDAY, MARCH 26

Chairman - Stone

8:00 - 5:00 Timber Resource Review W. O. Staff

(Recess 10:00-10:15 a.m. and 3:00-3:15 p.m. each day of conference)

TUESDAY, MARCH 27

Chairman - Stone

8:00 - 5:00 Committee Chairman - Barrett
 Blair
 Harrison

Topics:

1. Recruitment

- A. What encouragement can be given promising high school graduates to accept seasonal jobs?
- B. Should the Forest Service participate as some agencies do in a formal student trainee program?
- C. What kind of management of student employees is needed?

2. Orientation of Employees

- A. Why have orientation?
- B. How can it be done best? In conferences? In the field?
- C. What subjects should be described?
- D. What is needed to follow up our orientation program?

3. The Probational Period

- A. How can it be improved to measure more accurately an employee's emotional stability and temperamental adaptability?
- B. Are we performing a satisfactory "coaching" job with probationers to develop their abilities?
- C. Is there a gap between what is being done and what needs to be done in the management and evaluation of the probationer?

4. Position Classification

- A. What are the controlling elements?
- B. How can our program be improved?

PROGRAM (continued)

WEDNESDAY, MARCH 28

Chairman - Stone

8:00 - 5:00

Committee Chairman - Aufderheide
Crawford
Miller

Topics:

5. Employee Development

- A. What are weak spots in employee development? Why have these arisen?
- B. Tenure - complaints of industry - what weight should be given them - policy statement?
- C. What factors should carry most weight in making selections to fill jobs
- D. What weaknesses have arisen in selections to fill vacancies?
- E. What can be done to stimulate developmental activities in such a manner that the needs of the individual and the needs of the organization are properly equated?
- F. How are specialists prepared to move into jobs which require executive talents?
- G. Is there a satisfactory career ladder for individuals who want to remain specialists?
- H. What leadership and executive qualifications are most essential in forest officers?
- I. What methods are most effective in developing leadership and executive qualities in employees?
- J. In what subjects is it most important to expand training effort over the next few years?

THURSDAY, MARCH 29

Chairman - Stone

8:00 - 5:00

Committee Chairman - Wood
McDonald
Obye

Topics:

6. Supervision and Human Management

- A. How do supervisors evaluate an individual's capacity (1) to perform in his present position and (2) for handling more responsible assignments in the future?
- B. What needs to be done to make our incentive awards program more effective?
- C. What needs to be done to develop a "sense of proprietorship" on the part of all employees?

PROGRAM (continued)

THURSDAY, MARCH 29 (continued from page 2)

- D. Do employees understand the general purposes and principles of classification and the part they play in pay administration and over-all management purposes?
- E. What is the supervisor's role in building efficient management?
- F. What is the meaning of this broad and somewhat vague concept, employee relations?
- G. What are the steps in handling tough problems? Use cases to illustrate methods.
- H. Transfers: advantages, disadvantages, problems, benefits, etc. Transfers between administration and research.

FRIDAY, MARCH 30

8:00 - 9:00

Topic:

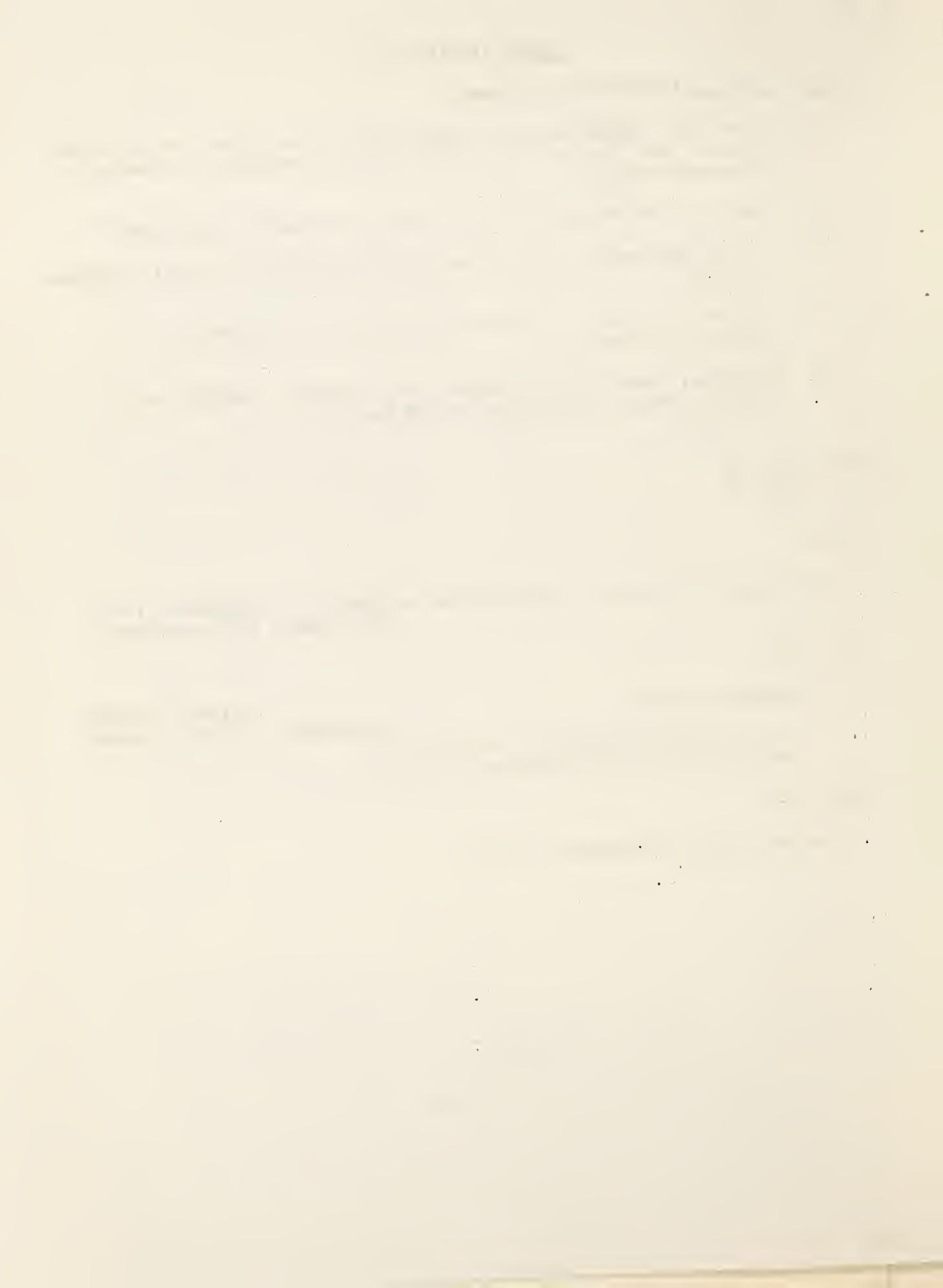
- 7. What should be our policy regarding use of jeeps? Chairman - Coons Committee - All supervisors

9:00 - 4:00

- 8. Supervisors' topics. Chairman - Rector Committee - All supervisors
Conference to discuss high priority common problems which supervisors want resolved.

4:00 - 5:00

- 9. Summarization of Conference - Stone.



RECRUITMENT - Forest Supervisor Barrett

First of all, I want to say that I like this year's plan of team assignments by geographical areas. Ken, Hank and I were able to get together for one day with very little lost time and travel expense. We feel that this was very helpful in planning the presentation of the topics assigned to us.

Now let's consider the first topic of Recruitment. How well is our recruitment program meeting our needs for junior foresters, engineers, forest school students and high school graduates?

The objectives, policies and plans for recruitment of both permanent and seasonal personnel are well set forth in Section K of the manual. They have been very effective in meeting our needs for professional foresters. I believe that in the past most of us have been able to get as many junior foresters as we could finance on a year-long basis.

There may be some exceptions. We have not always been able to get men when we needed them, but in general our recruitment program has been quite successful in spite of competition from private industry and other agencies.

Conditions are changing, however, and we are feeling the effects of this competition for men. What are the weaknesses in our present procedures, and what can we do to improve our recruitment programs.

Let's start with our recruitment of junior foresters. We have exhausted the register several times during recent years, but with more frequent examinations this situation should be corrected. One suggestion received was to set up a regional pool of junior foresters that could be assigned to forests when needed. We can estimate about how many replacements we might need during the year, but we cannot finance the extra men. If the region could appoint say 10 or 12 junior foresters when they are available the cost on a region-wide basis would not be too much, and I feel sure that the various divisions here could make good use of them until they were assigned to the forests. I would like to have some discussion on this proposal later on.

For engineers it is a different story. We have not been able to recruit engineering graduates. Why? Principally because the salary and career potential with the Forest Service has been much less attractive than with the Army Engineers or private industry.

For the past several years we have employed a number of civil engineering students on road location projects and have offered appointments to them upon graduation, but so far we have not been able to hire a single one.

Recently the President of General Motors stated that there is a shortage of 70,000 engineers in the United States; that the ratio of engineers to laborers in many industries has increased in recent years from 1-10 to 1 - 12 or even 1 - 8. So it is not strange that we cannot get the engineers we need. What is the answer. Maybe we can develop some answers during the discussion.

What about forestry students? That is another tough recruitment problem. It is getting more difficult to hire good men for seasonal work. We do not get all of the student help we need, and certainly we do not get as many top men as we would like. Our failure here will be reflected in recruitment of junior foresters a few years hence.

What are the weaknesses in our recruitment of students. Well, here are two of them -- salary and expenses. For example, we are advised by students at the University of Washington that the Bureau of Land Management is offering \$8.00 a day per diem with a guarantee of four days in the field per week; about \$130 per month more than we can pay.

We are told that the Bureau of Public Roads offers per diem to students when away from the place of hire. This means practically all summer long, and it is our money, too.

The St. Regis Paper Company is offering from \$325 to \$350 per month with all expenses paid.

So you can see what we are up against in trying to employ students. Pretty stiff competition. Last month I contacted two of the top graduate students at the College of Forestry about a GS-7 job as chief of party. One of these men had three other offers, and the other had two other offers.

What about students from Eastern colleges. Are we getting our fair share? Are all of the forestry students in those colleges obtaining work in the field of forestry? Many of our junior foresters come from these colleges.

We are getting numerous applications from non-forestry students in Mid-Western and Eastern colleges, so there appears to be more boys looking for work.

What about the recruitment of high school graduates. We are not getting as many junior foresters via this route as we would like. That brings us to the first question on the agenda.

What encouragement can be given promising high school graduates to accept seasonal jobs. I think there are many things we can do, but first let us consider some weaknesses in our present procedure.

Many of these boys are only 17 years old, but we have very few jobs which meet our own administrative requirements for non-hazardous work. All of our crews are subject to call for fire suppression.

The Chief advised last year, in approving employment of 17 year old pre-college students, that there are legal barriers in most states for employing boys under 18 for fire fighting or other hazardous occupations, and that we would not use these boys on such jobs.

The State Employment Department in Seattle advises that Washington requirements are the same as federal requirements and that the Forest Service could come under federal jurisdiction.

Mr. Neuberg of the Federal Welfare Department advises that employees of the Government are exempt from the Act. Therefore, in the State of Washington there are no legal restrictions affecting the employment of boys between 16 and 18 years of age.

The State Forestry Department employs boys in this age group on their fire suppression crews. This year, with more boys available, the age limit may be raised to 17.

The policy expressed in the manual states that we should go slow and be pretty selective in our recruitment of high school graduates because so many of these boys are looking for work that we could easily get a flood of applications. I do not believe that we should employ any boys under 17 years of age except for planting, and only a few in the 17-year-old group. Most of these boys will be from smaller communities around the forest and will be pretty well known to us. They are usually more experienced than the average boy from the larger city. When one of these lads is available we would like to hire him without administrative restrictions as to the type of work that he can do. We feel that this should be left up to the district ranger, with the provision that ordinarily he would not be assigned to fire fighting or other hazardous duties. There would probably be some cases where working under the close supervision of a foreman he would be used in fire suppression work, but these would probably be exceptions rather than the rule. The consent of his parent or guardian should be secured at the time of employment in such a form as to cover whatever type of employment he might be assigned.

Now, what can we do to strengthen our recruitment program for promising high school graduates for summer jobs. Well, first we should have continuing authorization for the employment of a few 17 year old boys, say not over 5% of the total district employment. Next, the type of employment should depend upon the degree of supervision under which the boy was working. There should be a requirement that the parent's or guardian's consent be obtained at time of employment.

In many cases promising students from high schools could be encouraged to accept summer employment, but ordinarily such employment would be limited to boys of known ability.

What else can we do. Well, most of us work with Boy Scouts and other youth organizations. We have an obligation to work with such groups, and we should encourage our young foresters to take an active part in these programs. Explorer scout groups are probably most in need of leadership. These boys are 14 or older and need outdoor activities. The forests fit well into an explorer scout program--mountain climbing, skiing, two or three-day hikes, etc.

Some of these boys who are just starting high school may become interested in forestry through the leadership that we can give these groups. As a specific example, one of the junior foresters we recently placed under appointment said that he became interested in forestry while he was a Boy Scout in an Eastern city. He went to college and came West for summer work, graduated, went into the Army and then came West again. He worked with us last summer and went to the University for two quarters this winter in order to take some logging engineering courses. He was offered a job by the Bureau of Land Management but accepted the junior forester appointment on the Snoqualmie because he wanted to work with the Forest Service.

I think this example could be duplicated many times, and I am sure we could all cite specific cases.

Next, there is the junior and senior high school student. What opportunity is there to interest him in forestry as a career. We should and do take an active part in the career-day programs that most high schools sponsor, but in the smaller high schools and even in those in larger cities adjacent to the forest we have another opportunity of interesting some of the boys in forestry work. That is in connection with our spring planting programs. Most of the boys who have just turned 16 are eager to find jobs that will provide them with extra spending money. We can arrange our planting jobs so that 16 and 17 year old high school boys can be organized into crews to plant trees on Saturdays or Sundays and sometimes during spring vacations.

The St. Paul and Tacoma Lumber Company used boys from Lincoln and Stadium High Schools in Tacoma to do most of their planting on their Puyallup River Tree Farm. These boys did excellent work, and some of them found jobs with the company later on.

A number of forests have done the same thing on a smaller scale. These 16 and 17 year olds will plant more trees and do a better job of planting them than most of the men that we can hire today. They will drive 40 to 50 miles for a day's work and bring their own lunches. I feel that this is an excellent means of giving these boys first-hand experience that will be of value to the Forest Service from an I&E standpoint, even if none of them follow forestry as a career.

Finally, we come again to the high school graduate. Our problem here, it seems to me, is not so much how to encourage him to accept summer employment but how to provide summer jobs for those we want to hire. Last year, for instance, I am sure that there were more high school graduates available under the cooperative program with colleges of forestry than we were able to use. Even though we would like to employ some of these boys without reference to the college, I feel that as long as they will accept an earmarking of certain boys that we might have an interest in that we can go along with this program very satisfactorily. I would like to see it set up on a permanent basis, provided we can ease the restrictions on hazardous jobs.

The next question on the agenda is "Should the Forest Service participate, as some agencies do, in a formal student trainee program?"

This program has certain limitations and possibly some opportunities for us. I contacted Mr. Olson of the Civil Service Commission in Seattle and secured the following information that will help us analyze the application of this program to our needs.

This program was set up by the Civil Service Commission to help federal agencies obtain personnel. It covers specialized fields in the sciences, such as chemistry, physics, mathematics, engineering, biology, forestry, soil conservation, etc.

It sets up four grades of student trainee positions--GS-1, 2, 3, and 4, based entirely on education. GS-1 is limited to pre-college students. GS-2 is limited to those completing their freshman year. GS-3 is for those completing the sophomore year, and GS-4 for those completing the junior year. There is no substitution in these requirements. A junior or a freshman cannot be employed in the GS-3 grade, and a high school graduate cannot be employed in any grade above GS-1.

One exception is that a student trainee may be returned to the same grade for a second season provided that no jobs are available in the next higher grade. However, he cannot remain in any one grade more than 24 months. If there is no work in that grade he can be reassigned to a non-trainee position for which he is qualified.

The students under this program are given career-conditional appointments, unless otherwise limited, and attain competitive Civil Service status after a probationary period of one year actual job time with the agency. Student trainees completing the educational requirements for a Bachelor of Science Degree in Forestry may be promoted to Professional GS-5 positions without further examination.

This program may be started at any grade and with one or more positions. For instance, it could be used by a forest for two or three GS-3 and GS-4 Civil Engineering positions on road survey projects or whatever number of men that they could absorb at the GS-5 grade. If more men were available than there were jobs, they could be transferred to other agency jobs for which they were qualified.

This program would also apply to GS-3 or GS-4 forestry positions to a limited extent. Many of our jobs would not qualify as career-training jobs. For instance, it was Mr. Olson's opinion that the trainees could not be used in Fire Control positions or jobs that did not fall within the scope of the duties outlined in the training plan. These duties are more or less centered around the scientific and professional responsibilities in the field of forestry.

The trainee positions include both work on the job and attendance at college as a part of the training plan. This plan must usually be approved by the Civil Service Commission for each student or group of students in similar employment. It is intended that the student trainee will advance one grade each year with the corresponding increase in salary.

At the present time, there is an open examination for student trainees in forestry at Grade GS-3 and GS-4, and Highway Engineer trainees in Grades GS-4 and 5. There are several applicants for the Forester Series but only 6 or 7 for the Engineering series. Mr. Olson suggested that if we were interested in securing engineer trainees that we should go out to the university and try to interest students in signing up and taking these examinations.

This student trainee program may be of some help in our recruitment program for engineers and foresters, but under present economic conditions I doubt whether it would appeal to students in our Western colleges. However, if we're limited to a few positions on each Forest, perhaps we should give it a try. It might help and probably wouldn't hurt our opportunities to recruit students outside of the program.

What kind of management of student employees is needed? Let's consider our objectives - what do we want to accomplish?

For fire control employees we have well-defined objectives which we endeavor to accomplish with a 3-day guard school and scheduled follow-up inspection and training.

For timber survey and cruising projects, road location, trail maintenance, brush disposal and other improvement crews, what kind of management is needed?

These men are future foresters--they need good supervision, on-the-job training, and an opportunity to learn something of the Forest Service--their work habits, attitudes and personality traits should be carefully noted so that the student report will reflect a correct appraisal of each employee. This is a period of evaluation--both by and of the student employee.

Our management practices or procedures should accomplish these objectives. How can we do it? One suggestion might be to arrange our guard school schedules so that orientation programs, public relations, safety and other topics of general value would be given the first day with all new employees scheduled to attend for that one day.

Another might be for each project crew leader to see that selected Forest Service publications are readily available and arrange to show one or two films some evening during the season when facilities were available.

One district ranger holds a headquarters cleanup and safety hazard hunt for all district employees followed by a picnic put on by the wives of station personnel.

Another district ranger has a picnic or party for student employees toward the end of the season when weather permits. I am sure there are many other such occasions to make these boys feel at home, but these are two examples that have worked out very well.

The immediate supervisor of student employees should have the necessary instruction and be asked to submit an evaluation report for each student employee under his supervision.

Plans for next summer's work to provide further experience or greater responsibility should be discussed with above average employees. At the end of the second year a training plan should be worked out for selected employees.

We are employing many more upper class forestry students on non-fire jobs than we did a few years ago. These are the young men that we may be in danger of overlooking so far as good management is concerned. I find very little mention made of them in the personnel section of the manual.

So, to sum up, I feel that we do need to develop more guidelines for management of student employees. Perhaps the student trainee program is one answer.

ORIENTATION OF EMPLOYEES - Forest Supervisor Blair

1. Why have orientation?

We might define orientation as the stage of training whereby we help the employee to find and hold the right mental attitude toward his job and the Service.

In discussing orientation it needs to be at two different levels of employment and experience.

1. For the new employee in the form of initial orientation.
2. For the experienced employee in the way of reorientation.

It is essential that new employees be developed for full production as quickly as possible.

The complexity of our organization demands proper orientation if they are to be expected to take their proper places on the job and in the community.

The future value of a new employee may depend upon his experience during the first few days on the job.

Both career and short-term employees need to be given knowledge regarding background and history of the conservation movement as well as Forest Service history, tradition and ethics. To what degree will vary with anticipated length of employment.

It is necessary that they be acquainted with their associates, the work place and equipment used, as well as the actual duties of the job. The employee needs to be informed of the importance of his position and its place in the work of the organization. He needs to understand the activities and objectives of the Service and its relationship to the Department.

Employees should have an understanding of their obligations and privileges under the basic personnel policies of the Department, their responsibilities to the Service and to the public. The limitations placed on their activities by laws and regulations need to be pointed out to them. The right to fair and impartial consideration of their problems and grievances should be clearly established.

The initial training step with new career employees is to give each one a clear understanding of his job, and its relation to other functions and other positions in the Service, and the opportunities for advancement in pay or grade which are normally available.

He should be told what the Forest Service will provide in the way of training and what he can do to facilitate his own development for the present job and for advancement.

He should be informed that his ability to learn and his response to training opportunities, as reflected in his work accomplishments, will determine the degree to which he will be given additional authority and responsibility. For the experienced employees who are placed in new locations or on new work, a program of reorientation is necessary. A friendly welcome to make them feel at home, helping them get acquainted in the community, outlining local problems, explanation of work responsibilities, and how they fit into the forest organization are very important.

A case example of no initial effort to orient a new employee was told to me a few years ago by a person who is now a line staff officer. He told the story of his experiences and feelings as a young junior forester on his first assignment. He was assigned to timber sales on a ranger district. He arrived on a Friday and met the ranger who, after a very brief visit, showed him where he was to live, stating he would have Saturday and Sunday to get established and on Monday he would take him to a timber sale and show him what his job would be.

On Monday he and the ranger left for the sale area. The ranger spent the morning with him, showing him the sale, did some marking with him, discussed the timber sale contract briefly, and left with the statement he had other things to do and if he had any questions later to take them up with him. A feeling of bewilderment immediately prevailed as far as the young forester was concerned.

He went on to say that he groped around on the sale for a week not knowing what he was doing or why, with little or no help from the ranger. Finally in desperation, he went to the ranger and as I gathered, told him very frankly what he was up against and if the ranger had no more interest in him or his work, then he had shown, he had better leave. His straightforward approach apparently had its effect, because he stated the ranger apologized for his seeming lack of interest in the man and immediately got busy acquainting him with his work and the people in the community. In the end he stated the ranger turned out a very good job of training and was most helpful to him in furthering his career in the service.

Certainly, his first impression of the Service, through the eyes of the young forester was anything but good. It is quite possible that many of our employees such as engineers, clerks, special timber survey crews, key sub-professional employees and employees transferred from other agencies, are not receiving the orientation they should.

The scope of our orientation should be broadened to give the employee a picture of how the Forest Service, of which he is a part, fits into the community. We expect our employees to be good citizens of the area in which they reside, carrying on the traditions and good work of the Service and doing their share of civic and community work.

Experienced personnel who are transferred from one district, forest or region to another, or from a district to a staff job, or from a forest to a regional office need a certain amount of orientation and training to get off to a good start.

For example: A ranger transferred to a position on the supervisor's staff should receive a clear explanation of his responsibilities and authority, correlation of his job with that of other staffmen, coaching in preparing correspondence for the supervisor's signature, system of initialing and routing correspondence, etc.

How can it be done best:

The orientation job can best be accomplished through a combination of group training meetings, conferences, individual contacts, forest show-me trips, field experience and personal interest in the person by her or his superior. Each has its place in the program. More people should be assigned to assist on orientation. I feel in the past there have been too many cases where the ranger and supervisor have endeavored to assume this responsibility without assistance from others. Staff men and other key employees need to be brought more and more into the picture and assigned certain responsibilities of orientation.

For example: Experienced timber management assistants should have definite responsibilities in orienting new timber sale employees along specific lines.

District assistants can do much more in follow-up orientation of the guard force following initial orientation at guard school. The forest engineer can be helpful in informing new engineers of the workings, traditions and policies of the Service. In addition to the administrative assistant, the chief clerk and section heads need to be given definite orientation responsibilities within the clerical organization.

Each of our appointed employees can be helpful in carrying to a successful conclusion a well-rounded out program for our new people.

Perhaps an orientation seminar, similar to our inspection seminars, would be helpful in getting us to do a better job of orientation.

What subjects should be described?

For new employees an orientation plan should be made, outlining a program and who is responsible for what.

On the agenda should be, for example:

1. Make new employee feel welcome and among friends.
2. Terms of service and rate of pay, job description, pay, deductions, pay period.
3. Explain responsibilities
 - (a) hours of work - overtime
 - (b) rules of conduct
 - (c) personal responsibilities to perform assigned duties
 - (d) taking advantage of instruction.

4. Safety Program
 - (a) objectives - Service-wide, Regional, Forest
 - (b) Personal responsibility for working safely
 - (c) Responsibility to fellow workers
5. Explain privileges such as
 - (a) Annual and sick leave
 - (b) holidays
 - (c) retirement
6. Explain career service
 - (a) probational period
 - (b) performance ratings
 - (c) career possibilities
7. Explain Forest Service objectives and work.
8. Forest Service organization
 - (a) Place of Forest Service in the Department
 - (b) Chief's office
 - (c) Regional Office
 - (d) Forest
 - (e) Ranger districts
9. Get him started on immediate job (job instruction training)
10. Explain his place in the community
11. Our responsibilities in the field of I&E
12. Explain Service training program
13. Explain use of government equipment

What is needed to follow up our orientation program?

1. Following initial orientation at the forest level - group meetings such as the Junior Forester Orientation meeting is an example of follow-up training.

2. Training details and special schools are other ways of orienting folks in their jobs.

Organized training for up and coming young men in our organization that would deal with the reasons behind some of our rules, and general customs of doing work would be helpful.

More planned group training of the clerical organization would give them a broader understanding of our work and an appreciation of the problems in the field. Add to this more field show-me trips for this class of employee.

The cumulative Forest Service experience record as now kept for all yearlong graduate foresters and other forest officers could be used to good advantage in part of the orientation follow-up. Combined with group training and other special orientation devices, the day to day personal interest shown toward new employees in their work, happiness and welfare is a "must" if we expect these new people to be successful in their jobs.

THE PROBATIONARY PERIOD - Forest Supervisor Harrison

The topic that I am going to discuss today is the probationary period. Civil Service regulations provide that each new appointee must serve a probationary period before his Civil Service appointment becomes permanent. The required probationary period is for one year. An appointee may be separated from the service at any time during the probationary period. No formality is necessary other than a written notification stating the reasons in full. The only restriction is that the probationary appointee be given a full and fair trial during the period.

It is the policy of the Forest Service to use the probationary period as a device to aid in the selection of the men who will make up the Forest Service in the years to come. This probationary procedure then is a definite requirement by Civil Service regulation and Forest Service policy. It is something we must do in each and every case of newly appointed persons. I think, then, that this discussion should try to bring out the strong need for and the benefits to be derived from a careful and well-planned job of supervising these trial periods. We should also try to discuss some of the better methods that can be followed in trial period supervision.

In effect, each newly appointed person must take two examinations. The first is his regular Civil Service exam. This is taken as a means of securing the appointment. The second and final exam is his one year probationary period, during which he is tested on the job. The Civil Service requirements for a given position and the test or unassembled examination have been worked out very carefully. Their purpose is to select a person who has the experience or the education, or both, that will enable him to perform a particular job. Our Junior Professional examinations probably do a very good job of screening out individuals who are sub-standard in mental ability.

They do a good job of selecting those who have the technical or professional ability to perform the work and to make progress in our organization. The trial period or the probationary period is the place to test the human or personal qualities of the appointee and measure them against the requirements of the service. We all know from experience and observation that very seldom do serious personnel problems occur because a man does not have the technical ability to perform his job. Most of our serious personnel problems are the result of character defects or personality deficiencies.

I am continually impressed with the high calibre of our folks in the Forest Service, both the old timers and the middle bracket and also the young fellows. This is true even in recent years, during the period of strong competition with industry for technicians. We have been unable to meet the salary offerings and some of the job advantages of industry and other agencies. In spite of this, the young fellows in our outfit are definitely not second raters. This speaks well for the way we have carried on our basic personnel management work, including supervising the probationary period. On the other hand, I know that every one of us here is personally acquainted with mistakes that have been made in the past, in fact, some of us have made these mistakes ourselves. Few mistakes can be so far-reaching in their consequences as one made in evaluating a probationer. This is because the action will have a vital effect on a life-time career. The long term bad effects of such a mistake always accrue to both the employee and the employer, the Forest Service. I have a few case histories that will illustrate the results of mistakes. The first case is a man who somehow got through his probationary period without any doubts being raised or at least recorded, as to his fitness as an employee. Not too long after that, however, and perhaps 30 years ago, it was recognized that he had some shortcomings. While he was personable and likeable, he had poor work habits. He was unable to do a good job of organizing or carrying on his own work or that of subordinates. Production wasn't up to standard. Things that could reasonably be expected to be completed just didn't get done. This same pattern of work has carried on ever since then. There have been a series of transfers, mild personnel actions, and fresh starts. The man's performance has always been just borderline, always at a level just good enough so that formal personnel action for inefficiency did not seem feasible. This problem is going to be corrected soon through retirement, but let's look at the effects it has had over the years. In the first place, he has been a disgruntled employee with a chip on his shoulder and a feeling that he has been poorly treated. He certainly has not enjoyed the job satisfactions or financial rewards that might have been his in an occupation for which he was better fitted. The Forest Service has received mediocre services from a man over this long period of years. Somebody else always had to assume the responsibilities he sluffed off, and others had to pull more than their share to make up for his holding back. All of this time he was occupying a position, and much of the time it was a key position that was needed to train and develop able young people. So that while not advancing himself, he was holding up and hindering the advancement of others. Certainly both the man and the service would have been much better off if his deficiencies had been discovered and faced up to during the probationary period.

I have another case history which illustrates an opposite kind of mistake. This man is a seasoned Forest Service employee. He is filling a key job in the service in a very satisfactory manner and this has been true for many years. I have the very highest respect for him as a good citizen and good public servant. Yet 25 or 30 years ago he was given a bad report and was almost dropped. Fortunately, his case was reviewed and he was kept on. So this was a mistake that didn't quite happen. I am sure, however, that other similar and equally serious mistakes have not been so fortunately corrected.

Our objective then should be to follow a procedure which will help us do the best reasonable job of supervising the probational appointee and avoiding these far reaching mistakes. While thinking about things to look for during the probational period, I first listed a number of character defects such as laziness, dishonesty, untruthfulness, slovenliness, etc. Then I reflected that these are all negative qualities. I would, and I am sure you would, rather approach the problem from the positive side. So I came up with a series of six questions to use in evaluating a new Forest Service appointee. I have listed these on the chart, and I think we should discuss them briefly. As you can see, each one of these questions needs to be answered affirmatively, if we are to be able to consider the man as a probable satisfactory employee.

1. Does this man have the honesty and integrity to live up to the high standards of the Forest Service?
2. Does he have the energy, the drive, and the ambition to keep himself and subordinates gainfully employed and to advance himself in ability and knowledge?
3. Can he work effectively as part of the team and get along with others, both on and off the job?
4. Is he emotionally stable and mature?
5. Does he have reasonably good personal habits?
6. Does his family situation allow him a reasonable chance to fit into the Forest Service team?

The first question is self-explanatory and I am sure you will all agree to its importance.

The second question is important because of the decentralized nature of our work. For instance, on a ranger district, even with the best organization and supervision we can achieve, our employees are working alone much of the time. They must be their own self starters and their own pushers, and must be able to develop and adhere to good work habits.

Number three is of course vital. Even for a beginner, teamwork is important, and after folks reach supervisory positions, much of their accomplishment is achieved through the ability to work with and through others. In evaluating this characteristic, we need to be careful to not rule out the rugged individualist and not to insist upon too much conformity with a pattern. If we were

to carry that far enough, we might wind up with just a bunch of nice guys, but probably ineffective nice guys. The rugged individualist has always been important in the Forest Service and will be in the future. What we need to do is make sure that our appointee does not have vital personality defects or habits which will prevent him from taking a normal part in our team and in the organized social order.

In the fourth question, we are again talking about personality factors. Some people never grow up and this is relatively easy to determine if we do a good job of observing during the probational period.

Question 5 is self explanatory.

Question 6, the family situation, appears to be coming more important. Here again, we shouldn't expect a man's family to conform to any particular set social pattern or other pattern. They are entitled to a pretty wide latitude of independence. On the other hand, we can't expect a man to be a satisfactory worker if his family situation is untenable. We have had two young folks lately who illustrate this problem. One of these was a young Junior Forester who started on his probationary period and his honeymoon at about the same time, about two years ago. The bride was a big city girl and used to the bright lights. After the first few rosy weeks, the mother-in-law appeared on the scene. She was also from the big city and the TMA shack at the back-woods ranger station must have appeared to her like something out of Davy Crockett's times. Well, the marriage lasted only a few months and then we lost our man, too. The last we heard of him he was still drifting around, odd jobbing and trying to settle himself down.

We had another young fellow from a mid-western college and he and his wife had been raised and lived all their lives in the mid-west. The man was an exceptionally good worker and in himself, I am sure, would have turned out to be a very worthwhile member of our work team. His wife and daughter apparently could not adjust themselves to being separated so far from their family and family home. This situation got progressively worse, and as the Christmas season approached, the wife was apparently approaching a breakdown. It was a case of the young fellow, by one means or another, simply having to quit his job here. Since he is a very able employee, we arranged a transfer to Region at his expense. They now live within car driving distance of the family home, and I hope things are working out well as planned. These are extreme cases where we had probably not much choice in what to do. However they illustrate that there are occasional family situations that should be discovered and acted upon during the probationary period.

As a yardstick to use to measure our new probationary employees, I think you will agree that these six questions or something like them in your own words are what we need. Now, how is the best way to go about that measuring job. The manual provides that this responsibility rests upon the district ranger and the manual also provides that Regional Personnel Officer will arrange to visit each new professional appointee sometime during the trial period. Surely Sandvig tries his best to do this, but you know that it would be an impossible task. Our job standards provide that the forest supervisor will

spend at least $\frac{1}{2}$ day with each Junior Forester during his trial period. I am sure that each of you make every effort to comply with that standard, and agree with its importance. Our district rangers have day to day contacts with these new appointees, but here again the working relationship is not entirely a direct one. On nearly all of our larger districts the probationer is actually working for and is directly responsible to a Timber Management Assistant or chief of party in Grade GS-7 or 9. When we were discussing this, our small committee thought that here was possibly a gap that could be filled in to improve our procedures. We feel that it is important for the Regional Personnel Officer and the forest supervisor and the district ranger to become personally acquainted with these young men, and to assist in their evaluation. However, it seems important that the primary job of probational coaching and evaluating be done by the actual working superior officer. These are the men who work closely with them and become intimately acquainted with their strong points and weak points, capabilities, and limitations. We wondered if in many cases these timber management assistants had not even been consulted when probational reports were being prepared. In order to fill this possible gap in our procedures, we will have to back up and prepare the district timber management assistants to do this job of probational period supervision. We will need to train them in training and evaluating procedures.

The mechanics of trial period reporting I think, are fairly well worked out. Form R6-PM33 is a satisfactory reporting tool, and it serves as a reminder of some of the actions to take.

Thus far we have been talking largely about the evaluation of the man during and at the end of the probationary period. Along with this must go a carefully planned and well carried out job of coaching and training the man to help him meet the requirements of his job. Certainly it is an obligation for us to provide enough training and guidance so that the new employee has a fair chance to fulfill his job requirements. The man is entitled to obtain a well-rounded picture or understanding of the Forest Service so that he can intelligently decide whether this is the life-time career that he wants.

I know you have all been concerned as I am because Region 6 is a particularly difficult place to give these young men the well-rounded training they deserve. Our manpower seems to lag continuously behind our production work so when a new man shows up, the tendency is very strong to groove him immediately into the most crying production job and unfortunately let his training and development become secondary considerations. Such a groove can easily become a rut and the man can go on for an indefinite time seeing or learning little about the Forest Service except his own particular small part. I know Ray Lindberg did a great deal of thinking about this problem, and was strongly concerned about it. Ray was personally responsible for some of the tools we have to combat the problem. This cumulative Forest Service Experience Record or Training Record is one of them. Also, the requirement that a Junior Forester be assigned for a minimum of two pay periods to jobs other than the one he was primarily hired for. I have seen these working tools carefully used, also, I have seen them ignored or used in a very perfunctory manner. Personally I feel that they merit our careful consideration and use.

I probably don't have to build up to you fellows a case for doing a good job of probationary training. However, just for the sake of emphasis, I will repeat a little. First, the employee is entitled to enough training or coaching so that he has a reasonable chance to fulfill what is expected of him and so that he gets a fair trial during his trial period. Secondly, he is entitled to look the outfit over and see how it works in order that he may intelligently decide whether or not to devote his life-time career to it. One other thought is important during this period of strong competition with other agencies and with industry to obtain and keep competent foresters. The Forest Service probably offers the average young forester a broader, more varied and more interesting forestry career than do any of the competing agencies or industries. I think it will be very much worth our while to keep the Forest Service an interesting place to work.

There are some things that can trap us in handling the probationary period. Sometimes a student will work on a seasonal basis for quite a while before graduation. It is fairly common for such a student to be given appointment and serve out his probationary period on a sub-professional job. Then, when he graduates and becomes a Junior Forester eligible he is pretty much entitled to be advanced to that professional grade whether we think he will be good Forest Service material or not. The point is this, that sub-professional and temporary appointees also need to be very carefully evaluated during probation. This is especially true when there is a likelihood that they will qualify themselves for professional status at a later time. One of the other supervisors furnished a case history of an employee who had worked for two or three seasons while completing his education. He was then given a Junior Forester appointment and during his probationary period it was found that he had some bad faults and he was dropped. The point here is that when we have a student employee who we know is working toward and planning on a Junior Forester appointment, we should at least informally evaluate him and his services. If it appears that he has defects or faults that would make him an undesirable permanent professional employee, we should so inform him and give him a chance to make a new start elsewhere.

One of you was kind enough to send in his comments, and stated: "With the present shortage of manpower, it seems to work out that if a man can still stand on both feet at the end of the probational period, we accept him. This of course, is an exaggeration, and some men have been turned down in recent times because of their complete inability to adapt themselves to Forest Service work. However, I doubt if we have an opportunity to be as choosy in this matter as we would like. Until the supply of recruits increases, there is apt to be no change." I disagree with the author of that, and I am sure that upon reflection he will disagree with his own writing. In spite of the scarcity of able, professional men, I am sure that we should maintain the integrity and the quality of the organization. To do this in the face of a rising work load will take more than just talking. I am sure, however, that some adjustments can be made to permit accomplishing the work without lowering the quality of the key members of our present and future organization.

One of the supervisors states, "I would favor provisions being made to extend the probational period beyond the year in unusual cases. We have had three green men in the past three years that we had certain reservations about at the end of the probational period. One we washed out, two others were given appointments, but one of these probably should have been terminated, and the third man is developing rather slowly. An extension of the probational period would be more fair to the employee and eliminate personnel problems for the service later."

I have searched the Civil Service regulations and the Forest Service manuals and fail to find any place where provision is made to extend the probational period. My personal belief is that a year is an adequate length of time if a carefully planned and conducted job is done of training and coaching the appointee, and of evaluating his services.



SUMMARY OF DISCUSSIONS

RECRUITMENT:

Trainee Program: The student trainee program will be given a try this year for GS-3 and GS-4 Foresters. Engineering trainees not available, as BPR has first call on them. Trainees must be put on training jobs in accordance with a training plan to be developed. Program is limited to colleges or universities offering a forestry degree. At the end of his senior year, trainee would be eligible for promotion to Junior Forester GS-5, without examination.

Program is working well at OSC for BLM. It is also working well in some other regions. Most of the Supervisors present indicated they would set up some trainee positions if men were available.

Regional Pool: There is no need for a regional pool of Junior Foresters at present time, because all available foresters are being appointed on forests and there are not enough men to meet our needs.

17-Year-Olds: Authorization for employment of 17-year-olds, without limitations as to type of employment, is needed. During the war years many good men were obtained by employment of 16- and 17-year-old boys. Not all of them went to college, but we need a few of these men too.

Mr. Anderson will try to secure change in Chief's present policy, but current restrictions of employment for 17-year-olds will continue until change is made. Present preforestry student program in Washington will be continued for this year at least.

ORIENTATION OF EMPLOYEES:

We can and should use guard school for orientation of students outside of fire control organization.

There is need to adopt a positive and realistic approach -- don't "sugar-coat" the job -- tell new employee what we expect of him as well as what he can expect from Service.

Orientation job should be spread to crew leaders and TMA's, and they should be trained to take a part in orientation program. Ranger should be alert for opportunities to take a new JF on one-day trips to observe other activities both on and off forest.

Regional orientation meetings are very good and should be continued. Forests should consider a short orientation follow-up of regional meeting -- take new employees on a field trip -- consider orientation needs during probationary year. Don't overlook transferees in orientation program.

THE PROBATIONARY PERIOD:

There is sometimes need for an extension of probational period to adequately appraise ability and personal characteristics of employee, but there is no provision in Civil Service procedure to do so. All Government Service uses 1-year probational period and it is very doubtful that any change could be made.

The need for careful and honest evaluation of probational employee was pointed up by case examples where errors of judgment had been made. An attempt should be made to secure personnel evaluation of new employees from college -- sometimes available for the asking.

Evaluation by more than one person is desirable. Staff should assist in probationary reports.

This period is our opportunity to "cut the dead wood out of the family tree." Usually only 3 to 5 per cent of employees involved, but they constitute future problems unless we do a good job of evaluating. It's pretty much a matter of judgment -- all men won't be Chiefs and all won't measure up to the same standards. Consideration must be given to past experience of employee and the work situation he is in. Work assignments should include some hard work.

POSITION CLASSIFICATION:

Necessary to redescribe jobs in more specific terms. Civil Service Commission requires use of Form 75A for description of positions. General terms should not be used.

All governmental positions must be classified, except those which fall into trade or craft series which are exempted and come under Wage Board procedure.

Salary by grades for classified positions fixed by Congress. Salary for Wage Board jobs correlated with going wages for similar work by regions or subregions, usually on an hourly rate.

If position is classified, the nationwide classified rates must be used. Case example: scalers classified as GS-5. Possibility of redescribing job of scaler and check scaler to reclassify to higher grade.

For Wage Board positions, the titles given in Manual must be used. Wage Board positions are exempt from Classification Act.

Committee: Aufderheide, Chm.
Crawford
Miller

EMPLOYEE DEVELOPMENT

The following chart was displayed as background material for this discussion:

REGION 6 ROSTER OF PROFESSIONAL FORESTERS

| Grade | R.O. | West Side Forests | East Side Forests | Total |
|-------|------|----------------------|----------------------|-------|
| GS-15 | 1 | | | |
| GS-14 | | | | |
| GS-13 | 10 | 4 | 3 | 17 |
| GS-12 | 25 | 6 | 5 | 36 |
| GS-11 | 9 | 52 | 37 | 98 |
| GS-9 | 2 | 72 | 49 | 123 |
| GS-7 | None | 89 | 46 | 135 |
| *GS-6 | None | 1 | 5 | 6 |
| GS-5 | None | 71 | 40 | 111 |
| Total | 47 | 295 | 185 | 527 |

*No longer if professional career ladder, but position still occupied by some professional foresters.

This does not include other titles in which professional foresters may be employed.

RECORD OF 1955 PROMOTIONS OF REGION 6 PERSONNEL

| Grade | No. of Promotions |
|-------|-------------------|
| GS-13 | 2 |
| GS-12 | 7 |
| GS-11 | 18 |
| GS-9 | 37 |
| GS-7 | 99 |

RANGER POSITIONS FILLED IN 1955

| | West Side | East Side |
|-------|-----------|-----------|
| GS-9 | 7 | 7 |
| GS-11 | 5 | 4 |

PROMOTIONS TO GS-9 (TM) ASSIGNMENTS

| | West Side | East Side |
|--|-----------|-----------|
| | 20 | 6 |

A. WEAK SPOTS IN EMPLOYEE DEVELOPMENT

With very few exceptions employee development starts at the ranger district level. Up to World War II, the activities of Region 6 were more or less on an even keel. Appropriations, manpower and facilities were not too far out of proportion with the demands confronting the forests for services. Since then, however, increased used, the demand for products and services, and inflationary pressures have placed severe strains and pressures on our organization.

Before the war years, the Junior Forester generally was under the direct guidance of the district ranger. The ranger organization was small, and there existed opportunity for experience in all the activities on the district. As the young employee gained skill, he was given new and additional responsibilities. He learned by doing. Competition for jobs was keen and if the man was not active in self-development, he soon fell by the wayside. There were not too many vacancies and the employee's training did not have to be hurried.

The situation today is almost completely reversed. Jobs are a dime a dozen, both inside and outside the Service. Today the district ranger's job and organization has grown so that he has little if any time for direct supervision of the new employee. Yet our standards have raised to the point where more skill is required to handle our resource management jobs adequately. Because of work pressures there may be a tendency sometimes to leave a new employee on a line of work he has learned to do well, and he fails to get varied and broadening experience qualifying him for greater responsibilities.

It should be recognized that not all employees have the ability to become good rangers. A key point in employee development is an early analysis of the employee's potential, and a training program that will qualify the employee in that direction. Care should be exercised not to place too much emphasis on seniority so that persons of mediocre ability are not promoted to key jobs in which they have no particular skill or ability.

B. TENURE - COMPLAINTS OF INDUSTRY

There can be both too much and too little tenure. Minimum tenure for rangers was recommended at four years.

Complaints of industry is a relative thing. Some complaining is normal and we should not let a little criticism worry us. It should be recognized that we are in a period of rapid expansion and have a shortage of personnel but that this situation probably will slow down some within a few years.

C. WHAT FACTORS SHOULD CARRY MOST WEIGHT IN MAKING SELECTIONS TO FILL JOBS

1. Attitude

By this we mean a willingness to do your part; a cheerful acceptance of assignments. The persecution complex or martyr attitude is absent. In our outfit everyone is entitled to a few of the unpleasant jobs.

2. Ability to Advance

Personality, imagination, enthusiasm and confidence. Long lists have been compiled of the elements that go to make up the character of a successful individual but these seem to top most lists.

3. Adaptability

Accepts new ideas and situations; adjusts to them, and comes up with a plan to do the best he can with what is available.

4. Experience

This is listed as the last item and is useful on any job. After the man is on the job I believe honesty and energy should be considered and given a heavy weighting.

D. WHAT WEAKNESSES HAVE ARISEN IN SELECTIONS TO FILL JOBS

This is treated from two angles:

1. Ability of individual to fill the job

- (a) Too much weight is sometimes given to tenure. Individuals are left in jobs because they do them so well--or men are selected for other jobs because of long years of service.
- (b) Lack of varied experience. Men have been selected for district ranger jobs who have had experience in only one activity. Training must be given on the job by the supervisor and staff, that could have better been given elsewhere.

2. From the Organization Angle

- (a) Supervisors should be called in on selection of district rangers and staff positions. Personalities ordinarily do not enter into the consideration of jobs, but occasionally two people who are absolutely allergic to each other are assigned together. Also, some districts have specific problems that require special talents, and last if a man is to be held responsible for performance he should have a voice in selection of the crew. With responsibility should go participation and approval.
- (b) Rosters of personnel to be considered should be sent to supervisors in advance of the staff meeting to make the selection; would give him a chance to contact other supervisors and personnel and form an opinion.

- (c) Not enough consideration is always given to the impact on the forest from which the man is being moved. How heavily hit is any forest in one year, or in successive years--(five out of six district rangers have arrived on Umpqua in 1-3/4 years.)
- (d) Transfers should be made in the fall or early winter wherever possible. It is not fair to the districts, forests or personnel involved.
- (e) Not always a complete plan to fill vacancies created by other transfers. It should be possible to anticipate many transfers due to retirements and replacements for those selected to fill in.

All this leads up to a general observation that our personnel management division is woefully understaffed and some important decisions and actions concerning people are made under pressure or are postponed, and some worthwhile jobs are not going to get done.

E. WHAT CAN BE DONE TO STIMULATE DEVELOPMENTAL ACTIVITIES IN SUCH A MANNER THAT THE NEEDS OF THE INDIVIDUAL AND THE NEEDS OF THE ORGANIZATION ARE PROPERLY EQUATED?

1. Needs of the Organization

The forests need a copy of a Regional Career Service Plan showing the region's best estimate of the vacancies and new positions to be filled within the next two-year period. Such a plan should include rangers, forest line-staff, supervisors and all regional office positions below A.R.F.'s. and should be listed only by number and grade.

This plan would serve several purposes. It would establish the needs of the organization at these levels. Secondly, it would establish training goals and would keep everyone informed of the opportunities ahead. This would be a stimulus to the young foresters and would encourage competition for such jobs. Forests could gear-up their training schedules accordingly. Now we try to anticipate how many junior foresters we will need, never knowing what our losses may be by transfer and promotions.

2. Needs of the Employee

There are numerous ways of determining the needs of the employees, but a few of the better ones are:

- (a) Personal supervision on the job
- (b) Interviews to find out ambitions, background, experience
- (c) Characteristics, etc.
- (d) Inspections
- (e) Training and experience record.

5-Employee Development

3. Action Plan

An action plan should be developed which would provide for:

- (a) Training in broad activities with a variety of assignments. Consideration should be given to smaller ranger districts, and perhaps be organizing a ranger district on an area basis.
- (b) Details
- (c) New assignments
- (d) Meetings, conferences, problem seminars
- (e) Keeping employees informed
- (f) Encourage self-training
- (g) Professional organizations and meetings
- (h) Talent should be recognized and fully utilized.

F. HOW ARE SPECIALISTS PREPARED TO MOVE INTO JOBS WHICH REQUIRE EXECUTIVE TALENTS?

Are foresters specialists? Webster defines a specialist as one who devotes himself to some special branch of activity in his business or profession. In the Forest Service there are very few specialists in the strict sense of this definition. This is due to our organizational scheme and to the overlapping nature of our work. Perhaps in the common view a man becomes a specialist if he avoids or fails to fill the job of a ranger or supervisor. This is not necessarily true. The district ranger job is the basic administrative step in the career of a Forest Service executive--it should continue to be. Likewise, experience on a ranger district as an engineer, T.M.A., clerk, etc. should be the basis for promotion to higher positions in these lines.

If this concept is followed, it is logical to conclude that training from the junior forester up to district ranger or equivalent is the critical period in an employee's career. This period is vital not only in the determination of the employee's bent but also in training of executives for those with that kind of ability. Of course there are exceptions, but too many of these that avoid ranger district experience weaken the basic organizational concept of the Service.

Every specialist for an executive type job in the Service should have at least two years' experience on a ranger district.

G. WHAT LEADERSHIP AND EXECUTIVE QUALIFICATIONS ARE MOST ESSENTIAL IN FOREST OFFICERS?

- 1. Open-minded thinker
- 2. Attitude
- 3. Inspire confidence, loyalty; promote high morale

6-Employee Development

4. Good judgment
 5. Ability to grow and develop
 6. Skill in getting along with other people
 7. Ability to delegate
 8. Ability to maintain control and recognize his limit of span of control
 9. Forest officer and wife should both be temperamentally adaptable to situations where they may land
 10. Enthusiasm
 11. Tolerance
 12. Ability for clear expression, verbal and written
- H. WHAT METHODS ARE MOST EFFECTIVE IN DEVELOPING LEADERSHIP AND EXECUTIVE QUALITIES?
1. Well-rounded and planned training program
 2. Delegate work and give experience
 3. Try him--give opportunity to demonstrate ability
 4. Self-improvement program
 - (a) Toastmaster Club
 - (b) Extension courses
- I. IN WHAT SUBJECTS IS IT MOST IMPORTANT TO EXPEND TRAINING EFFORT OVER THE NEXT FEW YEARS?
1. Administrative Management
This is one phase that is not covered or is covered in a broad way in technical schools. We take trained technicians and with little formal training try to forge out administrators. This administrative management training is not only important, it should be given early so the individual can profit by it in the formative years. Probably the GS-7 grade is the best place.
 2. Soil and Water
Especially water. We know something but we need to know more.
 3. Details to Going Fires
Preferably with someone to discuss what is happening and why it happened.
 4. Conducted Training Trips (12- to 15-man bus)
 - (a) For west side boys, a trip into the pine forests for a week-- cover pine management, selective logging and range practices
 - (b) East side boys to look over clear-cutting units, layout, donkey logging

Committee: Wood, Chm.
Obye
McDonald

Notes on the March 29 Discussion
Topic: Supervision & Human Management

Item A: How do supervisors evaluate an individual's capacity to perform in his present position and to handle more responsible assignments in the future?

1. Be sure employee knows and understands his job.
2. Supervisors must know the individual and his work assignment.
3. Quality and quantity of work - reasons for results.
4. How the individual gets along with other people.
5. Degree to which he turns out a finished job. Acceptance of responsibility to make decisions and basis for decisions.
6. Ability to get work done through others, delegate and supervise.
7. Does he inspire others?
8. Supervisor to avoid the pitfalls of spot-checks and short information regarding guide lines.
9. It is important for the reviewing officer to exercise careful judgment and broad understanding of human behavior.
10. Use performance rating conference as one means of evaluating.

Item B: What needs to be done to make our incentive awards program more effective?

The incentive awards program recently has received new emphasis. Congress passed an act in 1954 known as the "Government Employees Incentive Awards Act." Recent Washington office and Regional office instructions concerning incentive awards are based on the 1954 Act. Incentive award is defined as a cash award and honor award or in some cases both. It is departmental policy to make incentive awards an integral part of all management and supervision.

Ordinarily, benefits to the Government such as work improvement, employees' suggestions or other single ideas including outstanding personal work performance, will be recognized with a cash award.

Creative effort such as contributions to science or research or management may be eligible for cash awards but usually will be recognized with an honor award.

All employees and supervisory personnel are directed to become acquainted with the incentive awards program. Agency heads are directed to devise methods to uncover or identify outstanding services. Incentive awards are to be recognized at the time of promotion consideration.

Two types of benefits to the Government are recognized for cash awards - tangible and intangible benefits. Tables are set forth in the Manual indicating suggested amounts of cash award for both tangible and intangible benefits.

Region 6 has an Awards Committee, consisting of the Regional Forester, the Director and the chiefs of the Division of Personnel Management and Operation. The Region 6 Management Improvement Committee which processes such things as employee suggestions in turn makes recommendations on appropriate employee suggestions and work improvement, etc., to the Awards Committee. Award recommendation for outstanding work performance ordinarily originates in the field to be finally approved by the Chief. Honor awards recommendations ordinarily originate in the field to the Regional Forester to the Chief.

Item C: What needs to be done to develop a "sense of proprietorship" on the part of all employees.

1. Point out to the employee the growing importance of the several national forest resources to local and national economy.
2. Encourage self-expression among employees; also initiative.
3. Encourage employee suggestions.
4. Provide broadening assignments to give wider view and better appreciation of what Forest Service is and does.
5. Provide opportunity to lower grade employees to take a more active part in staff meetings and other work and policy discussions with higher level personnel. Give these people a definite place and part to play in the I & E program.
6. Provide an open door to the immediate supervisory officer and a pipe-line of information from the supervisory officer to all of his people. Delegate at least a portion of the above to the staff to assure getting the job done.
7. We have become a large organization with one direct result being increased difficulty to get as close to our people as we did in the past. Devise other means such as annual picnics, farewell parties, Christmas parties, etc.

Item D: Do employees understand the general purposes and principles of classification and the part they play in pay administration and over-all management purposes?

The purpose of classification is to place the position described in the job description into the proper grade and pay group. The purpose of job description is to reflect truly the component parts of the job to be performed by the employee. Many of our employees do not understand the above fully and we therefore have a job to do to inform them. Classification and the job description are important tools to us as well as the employee. It provides the employee with the opportunity to understand that similar jobs and duties receive and are placed in the same pay group. They help us choose qualified people for our job as well as helping us line out our personnel properly on individual jobs.

It is agreed that we, as supervisors, need further help to prepare job descriptions properly. We need to know more about the salient important points that affect classification if we are to help the Division of Personnel Management and we need to be better informed on job description - classification procedures and methods.

Item E: What is the supervisor's role in building efficient management?

1. It is his job to provide leadership and guidance toward definitely defined goals.
2. He keeps his people informed.
3. Uses positive approach.
4. Fosters teamwork and understanding among the team members.
5. Defines standards and adheres to them.
6. Adjusts and shifts personnel to jobs in accordance with ability insofar as possible.
7. Provides inspiration.
8. Sets pace.
9. Decides on high level priorities and resolves conflicts among jobs and people.
10. Remains receptive to new ideas. Visits other forests, units and industries for new ideas.
11. Keeps fingers on pulse of users and general public.
12. Is open minded. Revises decisions when facts and situations so indicate.

Item F: What is the meaning of this broad and somewhat vague concept employee-relations?

Employee-relations is defined as mutual understanding and appreciation of the other man's work, his limitations and his problems. Most of the work for which supervisory personnel is responsible is done through others. We must have satisfactory employee-relations in this type of organization.

Ways to cement employee-relations are:

1. Permit the employee to retain his individuality.
2. Discourage gossip.
3. Let the employee know he belongs to and is an important part of the organization.
4. Keep him informed regarding transfers, career ladders, his potential, promotions, etc.
5. Give credit where credit is due.
6. Keep employees informed on work objectives, policies, problems, trends and needs. Take advantage of staff meetings as one device to provide this information.
7. Gain the confidence of all employees.
8. Foster social and outside activities.
9. Supervisory personnel at both the supervisors and rangers level should inspire confidence among employees to the end that the employee normally comes to his immediate supervisor to seek advice and solution to personal problems.

Item G: Steps in handling Tough Problems.

It was suggested that our most difficult personal guidance problem lies with the middle or average man rather than with the flagrant type of personnel case. The key to success of an organization lies with its people. The average or middle man constitutes the majority in any organization. All average men have weaknesses. They are common and the job, therefore, is a big one. If we help the average man overcome his weaknesses we help the organization for which he works. Present day pressures for production are great. Production pressures easily can occupy all of our time, leaving no time to offer assistance to overcome the weaknesses of the average man. We must specifically provide time for this important activity.

It has been said our leadership in the field of Forestry is under challenge. Top personnel are vital to continued leadership. Training of the average man, including overcoming his weaknesses is one of the most important avenues leading toward the attainment of top personnel.

Item H: Transfers: Advantages, disadvantages, problems, benefits, etc., transfers between administration and research.

1. Transfers from research to administration and vice-versa.
 - a. Should not be done at levels where the aims and methods between research and administration are widely divergent.
 - b. Provides a medium to get closer appreciation between the two fields.
 - c. Occasionally an individual appears to have a definite leaning toward research or administration and in these instances a move from one to the other should be given careful consideration.
 - d. Some research jobs are largely administrative such as research center leaders. At this level there is a good opportunity to exchange research - administration problems, objectives and personnel. Also certain jobs like that of the Forest Survey are close enough to administrative work to effect transfers advantageously.
2. Advantages and disadvantages of the regular type of transfer.
 - a. Usually there is financial hardship whenever transfers within grade are effected.
 - b. Usually the Forest from which the man is transferred loses the knowledge that the man inevitably carries away in his head.
 - c. Housing costs are a deterrent in these days of inflation.
 - d. Families are uprooted from their ties.
 - e. Schooling for children is disrupted.
 - f. Transfers ordinarily are broadening.
 - g. Promotions usually accompany transfers.
 - h. Usually new interest and new impetus to the individual accompanies new fields of work and endeavor.
 - i. District rangers are the key personnel on all ranger districts. It was the consensus that these men should not be moved too often as it usually takes from two to three years to learn his job and resources and the main advantage of having the man on the job does not occur until after that time.

Summary and Recommendations on
"What Should Be Our Policy Regarding Jeeps?"

Forest Supervisors' Meeting March 26-30, 1956

In December 1948, as the result of a letter to the Secretary of Agriculture from a Mr. Litton of California in which he protested restrictions on off-road jeep travel in national forests, the Washington office made an inquiry into the problems. It was requested that a survey be made to determine the extent of cross-country travel by 4-wheel-drive equipment, damage to soil and other resources, invasion of wilderness areas, and recommendations for a policy controlling use of such vehicles if the problem was of any great importance. In January 1949, Arthur Carhart wrote an article for American Forests, which indicated that he considered a jeep policy controlling their use was needed.

The reports of R-6 Forests were submitted by April 1, 1949, and results compiled in a report to the Chief. The west side forests all reported no cross-country jeep problems as use was confined to roads. They reported some damage to unsurfaced roads from rut washing causing extra maintenance costs. East side forests all reported some cross-country travel by stockmen, fishermen, hunters and forest officers. Minor damage occurred in isolated instances caused by water following wheel tracks. Several forests experienced rather severe damage to roads in spring and fall use by all vehicles using the roads, but 4-wheeled vehicles could go further and under worse conditions than others. Practically all forests felt the problem was not serious enough to warrant a general policy to be applied to all national forest lands, but thought restrictions might be needed in specific areas where excessive damage occurred.

In January 1953, the jeep problem was again reviewed and reported upon. In general the reports indicated little change from the 1949 reports. A few more isolated instances were cited concerning jeep use of trails, invasion of wilderness areas, and some additional erosion due to hunting elk in Eastern Washington where cover is light and the soils are very erodible.

The problem was discussed at the Supervisors' Meeting in April 1953. The advantages of 4-wheel-drive vehicles in forested areas, both for official use and for forest users, were emphasized. Main disadvantages were high operating cost, damage to roads, watersheds and improvements, and invasion of roadless areas. The supervisors agreed that any action taken should have the support of State Game Departments. They also felt that if and when action was taken, it should not be

2-Summary and Recommendations on
"What Should Be Our Policy Regarding Jeeps?"

discriminatory against 4-wheel-drive vehicles, but apply to all vehicles. There was general agreement that boundaries to wilderness and other restricted areas be well posted and trespassers apprehended.

The 1956 discussion did not indicate that the situation had changed materially. Six forests reported little or no damage; seven reported isolated instances of damage, mostly to roads; five forests did not report so it is a fair assumption that they did not consider that they had a jeep problem of any significance.

From the discussion, the following recommendations are indicated:

1. Where problems occur, remedy should be sought through voluntary, self-policing by encouraging local organizations of jeep (and motorcycle) operators to adopt a code of ethics. Where no organization exists, owners should be encouraged to establish one.
2. Effort to control abuses should be directed at education rather than enforcement of existing regulations in connection with roadless areas.
3. Roadless areas should be adequately posted.
4. When areas have been posted and due publicity given, enforcement action should be taken against violators.
5. No further regulations aimed at limiting use of 4-wheel-drive vehicles should be requested at present.
6. Consideration should be given to construction of jeep roads into areas where such measures would provide additional opportunities for better harvest of fish and game resources.

1956 SUPERVISORS' MEETING

C. A. BENNETT

Should our heavy work load districts have clerks of qualifications and grades higher than GS-4?

- | | |
|---|-------------|
| 1. General District Organization | Bennett |
| 2. The Title, Qualifications & Promotion Ladder | Coons |
| 3. The Job of Jr. Administrative Assistant | Aufderheide |
| 4. Points Raised by Other Supervisors and Summary | Bennett |

Question: Should our heavy-workload ranger districts have clerks of qualifications and grades higher than GS-4?

Item 1: To answer this question, let's take a look at the general guidelines, GA-B1, R6 pages 8-10. First, let's bear in mind these instructions were written in January 1946. These were written after careful consideration and properly weighing the job and gearing it to the grade level that was then deemed commensurate with the work and other positions.

"The volume and complexity of work and opportunity to provide out-season employment on project work will be the determining factor as to whether the position is yearlong or seasonal."

We are not talking about seasonal clerks.-- There are very few of them left. Most clerks were seasonal ten years ago.

"CAF-4 will ordinarily be approved on a yearlong basis for assignment to P-3 ranger districts. There may be some P-2 districts where volume will warrant yearlong, but ordinarily appointments should be seasonal."

We have no P-2 or GS-7 districts today. Probably all of our P-3 districts in 1946 plus others are now GS-11.

Let's see what some of the clerk's duties were ten years ago. --

"To become an authority and advisor to the ranger on laws, regulations and instructions for ranger district work, particularly as they apply to appointments, payrollling, leave, hours of work, procurement and general administration of the district and use of its resources. The district clerk should have a relation to the district ranger comparable to that of the administrative assistant to the forest supervisor."

I don't believe there are any supervisors or rangers who will disagree with these broad requirements even today.

In order to get still a better picture of what we are talking about, let's look at a typical P-3 ranger district organization of only six years ago -- 1950:

(Show organization chart, 1950)
(Comment on workload in general)

Now, let's look at the organization of that same district today:

(Display 1956 organization chart)
(Discuss and point out that on same basis of organization, our A.A.'s should be GS-7's!)

Most, if not all, of our GII inspections point out the need for the ranger to spend more field time on resource management, for the district assistant to spend more time on fire organization and improvement crews and for the T.M.A. to spend more time in the field. In order to accomplish the quantity and quality of resource management work set up in our standards and objectives it is necessary that we give relief to these men. That relief must be at the office level so their time can be devoted to the more important resource work and not confined to the office taking care of a multitude of administrative details. We cannot expect a GS-11 ranger to perform at a GS-11 level of thinking and action unless a majority of his work is on that plane. If we allow him to spend too much time doing miscellaneous office jobs, routine matters, low-level planning and many other GS-5 and GS-7 caliber jobs, we cannot expect his general overall thinking to develop to a higher level very rapidly.

In our land management planning it is necessary, if our rangers plan 10, 20, or maybe more years ahead, that they be relieved of these details in order to project their thinking that far into the future.

A look at the average length of service of our district clerks may be of interest:

| <u>Period of Years</u> | <u>No. of Clerks</u> | <u>Average</u> |
|------------------------|----------------------|----------------|
| Max. | 10 | 24 mo. |
| Min. | 4½ | 6 mo. |

Average for 7 districts:

7.7 yrs. 8.7 10.7 mo.

This average is confined only to seven ranger districts and involves three forests, both east-side and west-side.

Item 2: JR. ADMINISTRATIVE ASSISTANT.

Since this job is much larger than a clerical position, let's give it a title commensurate with the duties. The Jr. Administrative Assistant is now expected to train the foremen in timekeeping, foresters in diary preparation, to be financial manager for the ranger, legal and fiscal interpreter for the district personnel--, which is to mention a few of the high-level jobs. These clearly indicate that the job is no longer a mere clerking position of answering the telephone and typing miscellaneous correspondence; therefore, we are selecting a title that fits the position.

This Jr. Administrative Assistant should have a business management education so he has the background to comprehend our many and detailed fiscal regulations and to enable him to interpret laws and regulations. We can't expect our average present-day clerk to do this job for us.

This Jr. A.A. should be recruited at a GS-5 grade, the same as we recruit our professional foresters. Promotion to a GS-7 at the end of his probationary period, if fully qualified, might perhaps be justifiable on

some of the heavy-workload districts, or to a position in the supervisor's office. If we could do this we would soon have a fine reservoir of experienced, professional men to fill our chief clerk and administrative assistant positions.

Item 3: The Job of Jr. Administrative Assistant

A. (Major high-level, time-consuming jobs)

1. Complete charge of fund accounting.
2. Interpret fiscal regulations and procedures.
3. Arrange for and see that purchases conform to policy and procedures.
4. Check legal completeness of small sales and other district contracts.
5. Handle compensation cases.

These are only a few of the many time-consuming fiscal and operational details on which the ranger now finds it necessary to spend his time.

B. (Other indirect advantages)

1. Would relieve the district ranger, administrative assistants and chief clerks of a continued training program.
2. Longer tenure in job would produce greater efficiency.
3. Fewer clerical errors at ranger level saves ranger time.
4. 1-2-3 above would relieve part of present pressure and overload in supervisor's office. (Our clerks are now working to the breaking point.)
5. Fewer misunderstandings with the public, forest-users, merchants, etc. due to having a better qualified and informed man contacting and doing business with them.
6. Relieve ranger of many details and allow more time to do his resource management work. This would result in either more or higher quality of work or both, which we are continually striving to accomplish.

Item 4: POINTS RAISED BY OTHER SUPERVISORS

1. "What I would rather see is a complete analysis of the business organization in an effort to more nearly fit the needs of the Service with full consideration of need for decentralization."

There is no question that such an analysis is needed, and as I have previously indicated, our business organization is out of line with the rest of our organization, but time is not sufficient here to try to develop all these jobs, so I have chosen this one which reflects more on the management of our resources at the grass roots level, so let's start at the bottom and work up. Maybe if we get our Jr. A.A.'s of the qualification and grades commensurate with the position, then other jobs in our business organization will be upgraded commensurate with the work in their respective positions.

2. "It would mean reorganization and putting more responsibility out on the ranger district. This I would not want."

I don't believe we would be putting more authority on the district. We would merely be giving the ranger the technical help in his business management field that he needs to properly redeem the responsibility now given him. As for organization, it would be setting up an organization with the qualifications to function in accordance with our present planning. It would stop the present trend of centralization of business management in the supervisor's office which is not in accordance with our policy.

3. "Position would stimulate more non-productive work; basically, the job would be non-productive and take money from our technical positions."

To give the district ranger a well-qualified Jr. Administrative Assistant would be the same as giving the supervisor a well-qualified Administrative Assistant. I do not believe any of us would like to have an Administrative Assistant with only GS-7 qualifications. We would be like the district ranger with an unqualified Jr. A.A. We would be spending our time on minor fiscal and operational details and not keep abreast of our major resource management activities commensurate with the grade of our position. To be most productive, qualification and training and proper organization and delegation would be essential, but with this, which I believe our GS-11 rangers are capable of doing, I am confident that more production would result. Higher quantity and quality of work would result from the ranger and technical staff. The basic principles of organization teach us that the stronger and better qualified each man is, the more and higher quality of work will result. With this to consider, maybe we can well afford to pay the small difference in cost.

4. "Position should not outgrade our district assistants or chief clerks."

We do not have time here to go into all these details of business organization. These two positions are, of course, likewise undergraded. They no doubt should be GS-7 and GS-9 respectively and we might perhaps have a discrepancy if we made GS-7 Jr. Administrative Assistants. This is where an analysis of our entire business organization field is needed, and until such time as it is possible to upgrade our district assistants and chief clerks, perhaps we had better let our Jr. Administrative Assistants stop at the GS-5 level, with the exception of on the extra-heavy-workload districts.

5. "More important to get the District Assistant to GS-7."

I would not want to argue the point on this. It depends on such factors as qualification of the district assistant and qualification and tenure of clerks, and as has been indicated previously, perhaps this position should stop at the GS-5 level, but in order to get the proper assistance to the district ranger and to carry the fiscal and operational load which is now the bottleneck to better resource management by the ranger, it is deemed essential that we begin to infiltrate individuals with business administration backgrounds into these positions.

6. "Some rangers think this job should be a GS-9."

This is perhaps an optimistic look, but for future planning, this no doubt should be given consideration.

You no doubt have noted that in the Chief's program of work the following points have been emphasized which are in line with the discussion presented here:

1. Explore the cooperative student trainee program as a means of meeting an increasing competition for qualified personnel in the field of forestry, engineering, business administration, mineral examiners and research.
2. Give further analysis and attention to strengthening of individual development in the following areas: probationary area, refresher training for employees with a number of years' service, clerical personnel and research personnel.
3. In cooperation with Personnel Management, prepare standards and guidelines for the training of administrative personnel, particularly rangers, foremen and other district personnel in fiscal matters.
4. Continue project of enlisting cooperation of regions in establishing GS-5 and GS-7 positions to provide career advancement for graduates in business administration or professional accounting.

The Regional Forester in his program of work this year has indicated that the Division of Personnel Management is to work with Fiscal Control and Operation on ways and means to recruit and train potential administrative assistants.

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In order to fulfill the needs and give our resource managers the assistance in fiscal and operational details, regulations, interpretations, etc. that is essential for them to perform the high-level work which we are requiring of them and at the same time be making a very great step toward fulfilling the Chief's and Regional Forester's programs of work, is there any other way that greater accomplishment could be made than by starting with the appointment of business administrative trained individuals to our Jr. Administrative Assistant positions?

SUMMARY

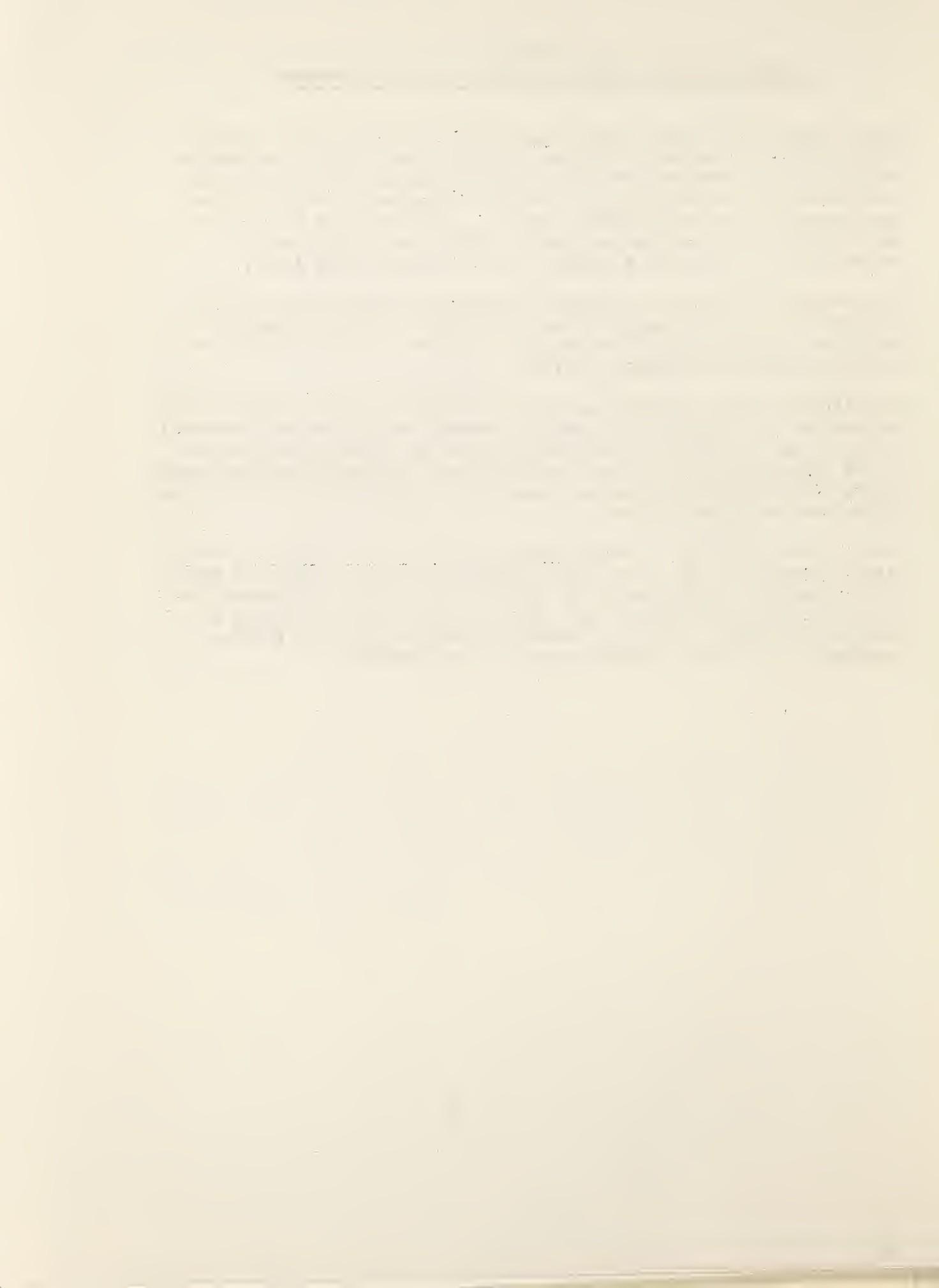
RANGER DISTRICT CLERICAL GRADES - Supervisor Bennett

The district clerk should provide essentially the same type of service to the ranger as the A.A. furnishes the supervisor. There has been no recognition of increased responsibilities of the district clerk since the position was established, yet the great increase in work load has been recognized among technical personnel. The ranger is burdened with many administrative details a competent GS-7 clerk should handle, preventing him from doing a complete job at his own grade level.

The clerical job requires a business management education in order to cope with present day complex district problems. Clerks should be recruited at GS-5 and like foresters be promoted to GS-7 if qualified at the end of their probationary period.

The district clerk or junior A.A. should be able to handle complete fund accounting, purchasing, T.M. financial records, employment and personnel papers, etc. A competent clerk should reduce an accumulating overload in the supervisor's office, and iron out fiscal difficulties before they occur. The district clerk should stand on the first step of the Business Administration career ladder.

There is need for study of each forest's organization pattern to uncover district needs and see if the need actually exists for a clerk of grade higher than GS-4. Presumably, if the work complexity so indicates, the position could be classified at a higher grade. The forests need the help of the Regional Office in resolving the classification problem throughout the entire business management organization.



SPECIAL SERVICE ROADS - Supervisors Barrett and Clark

We are adding a lot of mileage to our forest road system each year.

Most of these roads are constructed by timber sale operators. Some are financed with access funds.

Most of these roads are new construction, but many include sections of existing forest roads rebuilt to present-day standards.

Many of these roads are designated as special service roads for a variety of reasons. Some are closed to public use, others are open to public use with or without restrictions. The increasing use of these roads by the public will result in problems of trespass, accidents and court actions.

There are a number of questions involved in the establishment and use of these roads that Homer, Cleon and I would like to raise for discussion. You may have other questions.

We understand that Forest Service roads, including special service roads, are private roads. We also understand that the same rules or laws governing the operation of vehicles on public roads apply also to forest roads unless otherwise specified and posted. On the basis of these two assumptions we would like to present the following questions for discussion:

1. Does special service classification apply to those sections of road on private land for which we have right-of-way easements? We include them, but the Manual states "national forest land."

2. What rights does the public have on special service roads under the following conditions:

- a. Unrestricted use
- b. Restricted use
- c. Roads cleared to public use
- d. Roads under construction by operators

3. What would the status of insurance coverage be in the case of accidents on such roads involving:

- a. Two private cars
- b. Private car and operator's vehicle
- c. Government vehicle and operator's vehicle

4. What responsibility does the Forest Service have to inform the public as to their rights when traveling these roads?

5. Should warning signs inform the public as to the nature of the hazard to be encountered:

- a. Wide-bunk truck
- b. Left-hand drive
- c. Pass at turnouts only
- d. Drive at your own risk

6. In the case of roads where turnouts had to be used in passing wide-bunk trucks, should the road be signed as a one-lane road with turnouts even though two cars could pass any place?

Example: In the Sign Handbook instructions for signing left-side driving, the wording suggested is "drive left lane," whereas the road is in fact a single-lane road with turnouts when occupied by a wide-bunk truck.

7. When left-hand drive on wide-bunk trucks is authorized by the Forest Service, is such use legal in case of accident involving two private cars?

8. What special efforts or provisions should be made by the Forest Service to redeem its responsibility for control of traffic, public and operator, on special service roads?

SUMMARY

Because of the rapidly expanding road network the special service category is coming more into use. The present guide lines in manuals are not complete. Questions were raised as to what restrictions can be imposed on special service roads across private lands or on county easements. What rights do the public have on these roads? What is the operators' and the public's liability? What signing is necessary? There is need to clarify the sign handbook on use of left lane versus use of left side turnouts. Why do we have to use "special service" designation? Should we not have authority to apply restrictions when necessary on all roads? Regulations applicable to special service roads are now in the process of revision in the Washington office - we cannot now issue special use permits for use of a road unless it has been designated as a special service road.

Traffic regulations for public roads apply to Forest Service roads in Oregon unless the roads are otherwise posted. In Washington the state traffic regulations do not apply to Forest Service roads. We have a right to make reasonable special rules for use of such roads. The Forest Service maintains its roads are used by the public on a permissive basis rather than as a matter of right. The Regional Forester under regulation U-14 must have sound reasons in the public interest for imposing restrictions over those already covered by state law.

Study should be given by the Regional Office to the subject of Special Service roads. Should the Supervisors have the authority to apply restrictions on road use as necessary without it being designated a special service road under Regulation U-14? The Regional Office will make suggestions to the Washington office as to how regulation U-14 should be amended.

NEW DEVELOPMENTS IN CONTRACTING - Frank Walisch

Hereafter no administrative official can make a final decision on a contract involving any point of law, in accordance with Public Law No. 356. Because of the volume of Forest Service contracting and values involved, there is question as to the competence of contracting officers with their present level of knowledge. Particular care must be exercised to insure there is no possible taint of discrimination in any contract clauses. Small business will be favored in many cases in awarding contracts. Negotiated contracts, particularly in engineering services are now possible.

Danger spots in contracting include failure to consider all problems to be encountered between the written contract and actual conditions on the ground.

REPORTS - Supervisor Aufderheide

A serious problem and impact on forest's time results from out of service inspections, audits, reports, etc. These take a tremendous amount of time from the regular forest administrative work.

Incomplete testing of procedures before issuing instructions to forests creates a serious impact on the available time at the forest level.

GLACIER PEAK LIMITED AREA - Supervisors Blair and Harrison

This area was originally set up as a stop, look and listen area. Determination of its suitability as a limited area resolved itself into a study of land use conflicts. The study was supported by a soils map and overlay prepared by John Arnold on the basis of soil productivity and stability. The Geological Survey furnished data for a map overlay showing precipitation and runoff, a map overlay shows use of water and water commitments from the area. Another overlay shows wildlife use areas. Other overlays include grazing use; existing and proposed roads, trails; mineralized areas and patented mining claims; recreation use; commercial timber areas.

The above steps have been followed in deciding on the boundaries that should be fixed for the proposed primitive area. In short, a land use and economic analysis has been prepared as a basis for setting up a land use pattern in the area that can be defended. A similar systematic method of analysis will have to be followed on many other areas throughout the region in arriving at land use decisions.

LUNCHEON TALKS
SUPERVISORS' MEETING

Luncheon talks were given on successive days by -

1. Dean McCulloch of the School of Forestry, Oregon State College on Responsibilities of Resource Managers.
2. Lyle Watts, Chief Emeritus of the Forest Service on Identifying and Developing Potential Executives for Top Management Jobs.
3. Robert Miller, Personnel Division, Crown-Zellerbach Corporation on Testing and Evaluating Employees for Greater Responsibilities.

Only Dean McCulloch's talk is available for reproduction.

